**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.0A.1: Work with addition and subtraction equations**  **The Envision Lesson: 3-5 Addition Stories About Joining** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | join |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review yesterday’s number sentences lesson by watching the video that goes with lesson 3-4.  OR  Read a book that you could write number sentences with as you read (such as *Domino Addition* by Lynette Long). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   **WE WILL BE USING THE MARZANO STRATEGY**  New vocabulary word: ***join***  **Day 1**: Introduce the word ***join***. Repeat the word three times. Show examples and nonexamples. Write down what students think the word means. Allow students to actively and repeatedly use their own thinking to describe the word.  :Screen shot 2011-08-09 at 11.40.42 AM.png  (The red cubes and blue cubes are ***joined*** together)  **Day 2**: Have students rewrite a definition (in their own words) of the word ***join*** in their math journals.  **Day 3**: Have students draw picture(s) of the word ***join*** in their math journals and share with partners.  **Day 4**: Provide additional pictures and examples of the word ***join***. Talk about related words such as combine, put together, build, etc.  **Day 5**: Have the students work in groups to create posters (with words and/or pictures) about the word ***join***. Have the students share their posters with the class.  **Day 6**: Play a game to review the word ***join*** and other math vocabulary such as charades as a whole class or in small groups. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Show the children 3 paper clips linked together. “Let’s count the paper clips. How many do I have in this group?” (3) Then show them 2 paper clips linked together. “How many paper clips do I have in this group?” (2) “I am going to join the groups together. Now how many paper clips are linked together in all?” (5)  Give all students 4 red cubes and 2 blue cubes. “How many blue cubes do you have?” (2) “How many red cubes do you have?” (4) “Join your groups of red and blue cubes together. How many cubes are linked together in all?” (6) (You could have the cubes represent cars or another object to help students with using them to represent objects in a story problem). What number sentence could we write to go with this problem?  Enrich the discussion by asking possible higher level thinking questions such as:   * Could we write a different number sentence to go with this problem? * Could we solve in a different way? * Does our answer make sense? Why?   Do additional cube examples as needed for your students.  Use students as your concrete objects. For example, have 3 students with red shirts come up and make a group and have 4 students with yellow shirts come up and make a group. Join the groups together. Have students write on whiteboards how many there are in all when the groups are joined. Then have them write a number sentence that would go with the story.  Repeat with additional examples as needed. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Put the students in groups of 2. Hand out a story problem card, cubes, and whiteboard to each group. Story problem cards should include an addition story problem such as:  There are 3 trucks in the lot. Then 3 more trucks join them. How many trucks are there in all?  3 children are jumping rope. Then 5 more children join them. How many children are jumping rope now?  One partner will be in charge of modeling the story with the blocks. The other partner will be in charge of recording the number sentence that would go with the story.  Rotate story problem cards and have partners switch jobs each time.  As the students complete the problem cards with partners monitor students’ discussions and ask the following higher-level thinking questions:   * How did you get that answer? * Does that answer make sense? * Could you solve it a different way? How? * Can you show me what you did to solve? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students work independently to complete the consumable for 3-5 or the practice page for 3-5. Provide the re-teaching and extension worksheets as you see appropriate for your students. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quick Check 3-5 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Play A Game Center 3-5 (On Level or Advanced)  Additional Story problem cards.  Have students write their own Story Problems with Joining and trade with a partner to solve. | |
| **HOMEWORK** | |
| Assign as you see needed using envision materials. | |